

Texas Education Agency Standard Application System (SAS)

| 2018-2020 School Transformation Fund - Implementation | | |
|---|---|---|
| Program authority: | P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g) | FOR TEA USE ONLY <small>Write NOGA ID here</small> <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY MAY 29 PM 3:45 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div> |
| Grant Period: | July 9, 2018 to July 31, 2020 | |
| Application deadline: | 5:00 p.m. Central Time, May 29, 2018 | |
| Submittal information: | Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div> | |
| Contact information: | Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617 | |

Schedule #1—General Information

Part 1: Applicant Information

| | | | |
|--------------------------|-------------------|---|------------------------------|
| Organization name | County-District # | Campus name/# | Amendment # |
| Everman ISD | 220-904 | Roy Johnson 6 th Grade 220904042 (Focus), Charles Baxter JH 220904041(Focus), Everman HS 220904001 (Focus) | |
| Vendor ID # | ESC Region # | DUNS # | |
| 756001394 | 11 | 068384999 | |
| Mailing address | | City | State ZIP Code |
| 608 Townley Drive | | Everman | TX 76140- |
| Primary Contact | | | |
| First name | M.I. | Last name | Title |
| Cathy | | Sewell | Chief of Secondary Education |
| Telephone # | Email address | | FAX # |
| (817)568-3500 | csewell@eisd.org | | (817)568-3508 |
| Secondary Contact | | | |
| First name | M.I. | Last name | Title |
| Curtis | | Amos | Superintendent |
| Telephone # | Email address | | FAX # |
| (817)568-3500 | camos@eisd.org | | (817)568-3508 |

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

| | | | |
|--------------------------------|------|----------------|----------------|
| First name | M.I. | Last name | Title |
| Curtis | | Amos | Superintendent |
| Telephone # | | Email address | FAX # |
| (817)568-3500 | | camos@eisd.org | (817)568-3508 |
| Signature (blue ink preferred) | | Date signed | |

May 17, 2018

701-18-112-028

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|------------|---|--|-------------------------------------|
| | | New | Amended |
| 1 | General Information | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 4 | Request for Amendment | N/A | <input checked="" type="checkbox"/> |
| 5 | Program Executive Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | Program Budget Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7 | Payroll Costs (6100) | See Important Note For Competitive Grants* | <input type="checkbox"/> |
| 8 | Professional and Contracted Services (6200) | | <input type="checkbox"/> |
| 9 | Supplies and Materials (6300) | | <input type="checkbox"/> |
| 10 | Other Operating Costs (6400) | | <input type="checkbox"/> |
| 11 | Capital Outlay (6600) | | <input type="checkbox"/> |
| 12 | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13 | Needs Assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14 | Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 15 | Project Evaluation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 16 | Responses to Statutory Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 17 | Responses to TEA Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 18 | Equitable Access and Participation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|--|----------------|--|
| No fiscal-related attachments are required for this grant. | | |

| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
|---|---|--|
| No program-related attachments are required for this grant. | | |

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

| X | Acceptance and Compliance |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements. |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|----|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance. |
| 4. | The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort. |
| 5. | The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors. |
| 6. | The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office. |
| 7. | For Partnership Implementation models (P2 Partnership and IMO Partnership), the applicant provides assurance that they will award a campus charter in alignment with S.B. 1882. |
| 8. | For New School Implementation models (Reset and Fresh-Start) and Redesign , the applicant provides assurance that the necessary operational flexibility (such as staffing, calendars, time, and budgeting) will be provided to campus leadership and the school transformation partner to fully develop and implement a school transformation. For applicants implementing the District of Innovation (DOI) operational flexibility plan, this includes an assurance that exemptions received through the DOI innovation plan will be extended to the campus developing and implementing a school redesign plan. |
| 9. | For Reset , the applicant provides assurance that the campus will have new school leadership and instructional staff. |

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Everman ISD serves approximately 5900 students in Tarrant County, Texas. Three of the district's ten campuses (30%) are 2017-18 Focus Schools. Roy Johnson Sixth Grade Center, Charles Baxter Jr. High School, and Everman High School are designated as 2017-18 Focus Schools (no improvement required). The secondary feeder campuses serve sixth through twelfth grade students in the district. The three campuses are submitting an application to the School Transformation Fund – Implementation grant to use the Redesign reform strategy to increase overall student achievement. Focusing on Texas Education Agency (TEA) school improvement guidance to create a strategic staffing model for targeted content areas, technology infused labs to implement blended learning strategies to improve student achievement, a positive school climate and culture, and partnerships with community organizations to support high need students and families. The mission for the district will be displayed on signage at each campus to keep our focus and encourage our effort: "Everman ISD, in partnership with parents and the community, will provide innovative instructional programs for students to inspire a passion for lifelong learning, to develop responsibility and character and to achieve academic excellence and college readiness enabling them to compete in an ever-changing global community". A site-based implementation team will work with technical assistance from the TEA to transform the school climate and culture, improve student growth and achievement, and meet Everman ISD goals of each student succeeding in school and life.

Budget Development: Each Site Based Decision Making Team (SBDMT) reviewed grant program requirements and Campus Improvement Plans. Under the direction of the EISD Chief of Secondary Education, the team of educators, parents, and community partners reviewed TEA guidance concerning Redesign transformation design. The team also researched components of effective blended education initiatives to draft the goals and objectives for the School Transformation Fund – Implementation Grant project. Then, a Performance Framework was developed which outlines project goals for planning, implementation, and evaluation of the project across grade levels and campuses. Costs were assigned to each activity to develop the grant budget. **Demographics relate to defined goals and purposes:** Roy Johnson Sixth Grade Center, Charles Baxter Jr. High School, and Everman High School serve a total of 2881 students. The diverse student population includes 86.9% economically disadvantaged (ECD) and 15.6% of English language learners. The percentage of economically disadvantaged learners is significantly higher than the state average of 59%. A review of 2017 State of Texas Assessment of Academic Readiness (STAAR) data for targeted schools indicates a need for improvement in Reading, English Language Arts, and Writing achievement. **Reading and Writing:** Approximately 64% of 6th grade students and 69% of 7th and 8th graders approached state standards on STAAR Reading in 2017. At the high school, 62% of students approached English 1 end-of-course standards in the same year. A review of similar subject areas indicated student scores on the 4th and 7th grade Writing section of the assessment were significantly lower than Reading scores. **Math:** STAAR Math scores at the 6th Grade Center fell to a 64% passing rate in 2017. At the junior high school, 82% of students approached state standards on STAAR Math. In high school, 83% of students approached standards. There is a need to improve achievement in 6th grade and continue positive trends in 7th through 12th grade. Further analysis of all content areas indicates economically disadvantaged and English language learners represent the lowest percentage of students approaching standards on each section of STAAR at each grade level. The data analysis indicates a need to improve teaching and learning in Reading, English Language Arts, and Writing to ensure all student groups gain the knowledge and skills required to pass rigorous high school courses and prepare for college success. **Management Plan:** A Transformation Team will be formed composed of students, parents, educators, PTA members, *Leader in Me* staff members, Communities in Schools social worker, and social services representatives. The Chief of Secondary Education and a technical assistance consultant matched to the project by TEA will lead the committee to further develop the Performance Framework which will be used to implement and evaluate the grant project from July 2018 to July 2020. A Program Director will be hired to facilitate project training and events, daily operations, data collection and reporting, and budget management duties. The grant administrator will ensure project goals and grant requirements are met on time and as required. **Evaluation:** The Talent Transformation Performance Framework will delineate the vision of the project in terms of five project goals. Objectives, critical success factors and performance outcomes for each goal will be outlined on the framework. Milestones, action steps, methods of evaluation, and indicators of accomplishment will be matched to each goal for the purposes of progress monitoring and evaluation. The Transformation Team will collect and analyze project-level and student-level data quarterly. Formative evaluation reports will be submitted to the Site Based Decision Making Teams. The committees will recommend changes in personnel and resources or action steps to ensure grant goals are met. Summative reports will be presented by the committee to the Superintendent, District Wide Improvement Committee, and Board of Trustees semi-annually.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The plan meets statutory requirements including complying with the fingerprinting code per Section 22.0834 of Texas Education Code. (1a) **School Improvement Plans:** The Site Based Decision Making Teams utilizes Texas Accountability Intervention System (TAIS) guidance to develop Campus Improvement Plans based on Focus School status. Plans will be refined to include the Talent Transformation school improvement plan. Each campus will resubmit the plan to the District Wide Improvement Committee (DWIC) for approval. The DWIC will monitor success of the plan in significantly improving the achievement of students in English Language Arts, Reading, and Writing at the end of each semester. After two years, if the plan has not been implemented with fidelity and/or the initiative has not resulted in significant improvement in student achievement, the DWIC will recommend additional action such as removal of the Principal and/or redesign of the improvement plan. (1b) **Monitor Schools Title I Funds:** Each participating school is a Title 1 Schoolwide campus. The district will continue to monitor the use of Title I, Part A funds to ensure expenditures upgrade the entire educational program on the campus, supplement other nonfederal programs, and match the use of program funds specified by the district in the Title I, Part A application submitted to TEA. The Chief of Secondary Education, serving as the District Coordinator of School Improvement will monitor the revision of each plan to ensure all required Title I components are included. (1c) **External Partners:** The EISD Human Resources department has developed a rigorous review process which will be used to recruit, screen, select, and evaluate external partners. The Project Director will oversee the process to ensure district procedures are followed. (1d) **Alignment of Funds:** The EISD Chief of Secondary Education and campus Principals will work with the Transformation Team to align local, state and federal resources to carry out the grant plan. (1e) **Operational Flexibility:** The district will provide the campuses operational flexibility to modify, as appropriate, practices and policies to enable full and effective implementation of the plans. These policies include recruiting and hiring of educators, providing incentives for educators, extending instruction during the school day for AVID, and redesigning campus schedules to include character education training and activities. (2) **Proven Strategies:** The strategies used to transform the school are evidence based. The committee reviewed TEA guidance for implementing character education programs, positively impacting school climate, and utilizing blended learning to increase student achievement. Programs selected to implement each component are age appropriate, can be integrated into existing school curriculum, and meet criteria outlined in Texas Education Code. **The plan meets TEA requirements.** (1a) **School Improvement Model:** Johnson Sixth Grade Center, Baxter Jr. High, and Everman High School will implement a Talent Transformation model during the grant period. (1b) **Improving Student Outcomes:** The school will employ and reward effective educators with a successful record of working with high need learners to improve teaching and learning, train teachers to utilize blended learning strategies and AVID Writing, Inquiry, Collaboration, Organization and Reading (WICOR) curriculum to improve student achievement, train educators to integrate *Leader in Me* character education into classroom instruction to build student engagement and success, and partner with Communities in Schools to eliminate out-of-schools factors that impede student success. Expected outcomes include increased attendance, decreased discipline referrals, and increased student achievement. (2) **District Theory of Action:** Everman ISD uses the Performance Management Theory of Action. The district provides educators with options for professional development based on content area expertise, grade level taught, and leadership roles undertaken. The Talent school improvement project will support the district in providing character education and blended learning training in various formats and settings. Through the grant project, the T-TESS evaluation process will be refined to use data to identify paths for performance improvement and to ensure that educator placement is a function of student needs rather than adult preferences. The grant will support and extend the district's ability to put the theory of action into place to accomplish the Board's student outcome goals while operating within the Board's other constraints. (3) **Committee of Stakeholders:** Under the supervision of the EISD Superintendent, Site Based Decision Making Teams from each campus utilized TEA Division of System Support and Innovation guidance to review the six transformation strategies. Committee members included parents, teachers, counselors, principals, Communities in Schools counselors, and community representatives. (4) **Management and Support:** The EISD Superintendent and Chief of Secondary Education will lead the project. The administrators have successfully overseen innovative transformation projects including establishing the Everman Collegiate High School and the 2017-19 School Redesign grant. The Superintendent will lead the District Improvement Committee to approve Campus Improvement Plans and to evaluate the effectiveness of the project annually. The Chief of Secondary Education will oversee grant implementation. The Project Director who facilitate the daily operations of the grant including collecting, analyzing, and reporting data. **Summary:** EISD is committed to the Talent Transformation project which will transform Focus Schools into high performing campuses.

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Schedule #6—Program Budget Summary

| County-district number or vendor ID: 220-904 | | | Amendment # (for amendments only): | | |
|--|--|--------------------------|------------------------------------|--|---------------------|
| Program authority: P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g) | | | | | |
| Grant period: July 9, 2018 to July 31, 2020 | | | Fund code: 211 | | |
| Budget Summary | | | | | |
| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost |
| Schedule #7 | Payroll Costs (6100) | 6100 | \$67,000 | \$ | \$67,000 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$192,000 | \$ | \$192,000 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$36,000 | \$ | \$36,000 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$5,000 | \$ | \$5,000 |
| Schedule #11 | Capital Outlay (6600) | 6600 | \$ | \$ | \$ |
| Consolidate Administrative Funds | | | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Total direct costs: | | | \$300,000 | \$ | \$300,000 |
| Percentage% indirect costs (see note): | | | N/A | \$ | \$ |
| Grand total of budgeted costs (add all entries in each column): | | | \$300,000 | \$ | \$300,000 |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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| Schedule #7—Payroll Costs (6100) | | | | |
|---|--|---|--|--------------------------|
| County-district number or vendor ID: 220-904 | | | Amendment # (for amendments only): | |
| Employee Position Title | | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Grant Amount Budgeted |
| Academic/Instructional | | | | |
| 1 | Teacher | | | \$ |
| 2 | Educational aide | | | \$ |
| 3 | Tutor | | | \$ |
| Program Management and Administration | | | | |
| 4 | Project director/community liaison/parent educator | | | \$55,000 |
| 5 | Project coordinator | | | \$ |
| 6 | Teacher facilitator | | | \$ |
| 7 | Teacher supervisor | | | \$ |
| 8 | Secretary/administrative assistant | | | \$ |
| 9 | Data entry clerk | | | \$ |
| 10 | Grant accountant/bookkeeper | | | \$ |
| 11 | Evaluator/evaluation specialist | | | \$ |
| Auxiliary | | | | |
| 12 | Counselor/community outreach | | | \$ |
| 13 | Social worker | | | \$ |
| 14 | Community liaison/parent coordinator | | | \$ |
| Education Service Center (to be completed by ESC only when ESC is the applicant) | | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | | | | |
| 18 | | | | |
| 19 | | | | |
| 20 | | | | |
| Other Employee Positions | | | | |
| 21 | Mentor | | | \$ |
| 22 | Title | | | \$ |
| 23 | Title | | | \$ |
| 24 | Subtotal employee costs: | | | \$55,000 |
| Substitute, Extra-Duty Pay, Benefits Costs | | | | |
| 25 | 6112 | Substitute pay | | \$ |
| 26 | 6119 | Professional staff extra-duty pay | | \$ |
| 27 | 6121 | Support staff extra-duty pay | | \$ |
| 28 | 6140 | Employee benefits | | \$12,000 |
| 29 | 61XX | Tuition remission (IHEs only) | | \$ |
| 30 | Subtotal substitute, extra-duty, benefits costs | | | \$12,000 |
| 31 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | | \$67,000 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| Schedule #8—Professional and Contracted Services (6200) | | |
|---|--|------------------------------------|
| County-district number or vendor ID: 220-904 | | Amendment # (for amendments only): |
| NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. | | |
| Professional and Contracted Services Requiring Specific Approval | | |
| Expense Item Description | | Grant Amount Budgeted |
| 6269 | Rental or lease of buildings, space in buildings, or land | \$ |
| | Specify purpose: | |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | | \$ |
| Professional and Contracted Services | | |
| # | Description of Service and Purpose | Grant Amount Budgeted |
| 1 | Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions) | \$75,000 |
| 2 | Covey <i>Leader in Me</i> training for students, teachers, parents | \$33,000 |
| 3 | CIS counselor for 6 th Grade Center (2 years) | \$70,000 |
| 4 | | \$ |
| 5 | | \$ |
| 6 | | \$ |
| 7 | | \$ |
| 8 | | \$ |
| 9 | | \$ |
| 10 | | \$ |
| 11 | | \$ |
| 12 | | \$ |
| 13 | | \$ |
| 14 | | \$ |
| b. Subtotal of professional and contracted services: | | \$ |
| c. Remaining 6200—Professional and contracted services that do not require specific approval: blended learning and WICOR training | | \$14,000 |
| (Sum of lines a, b, and c) Grand total | | \$192,000 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| Schedule #9—Supplies and Materials (6300) | | |
|---|---|---|
| County-District Number or Vendor ID: 220-904 | | Amendment number (for amendments only): |
| Supplies and Materials Requiring Specific Approval | | |
| Expense Item Description | | Grant Amount Budgeted |
| 6300 | Total supplies and materials that do not require specific approval: technology equipment for establishing tech-based lab for AVID | \$36,000 |
| Grand total: | | \$36,000 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| Schedule #10—Other Operating Costs (6400) | | |
|---|--|---|
| County-District Number or Vendor ID: 220-904 | | Amendment number (for amendments only): |
| Expense Item Description | | Grant Amount Budgeted |
| 6411 | Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally. | \$ |
| 6413 | Stipends for non-employees other than those included in 6419 | \$ |
| 6419 | Non-employee costs for conferences. Requires pre-authorization in writing. | \$ |
| 6411/ 6419 | Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally. | \$ |
| 64XX | Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally. | \$ |
| Subtotal other operating costs requiring specific approval: | | \$ |
| | Remaining 6400—Other operating costs that do not require specific approval: training fees and travel | \$5000 |
| Grand total: | | \$5,000 |

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| Schedule #11—Capital Outlay (6600) | | | | |
|---|-------------------------|----------|---|-----------------------|
| County-District Number or Vendor ID: 220-904 | | | Amendment number (for amendments only): | |
| # | Description and Purpose | Quantity | Unit Cost | Grant Amount Budgeted |
| 6669—Library Books and Media (capitalized and controlled by library) | | | | |
| 1 | | N/A | N/A | \$ |
| 66XX—Computing Devices, capitalized | | | | |
| 2 | | | \$ | \$ |
| 3 | | | \$ | \$ |
| 4 | | | \$ | \$ |
| 5 | | | \$ | \$ |
| 6 | | | \$ | \$ |
| 7 | | | \$ | \$ |
| 8 | | | \$ | \$ |
| 9 | | | \$ | \$ |
| 10 | | | \$ | \$ |
| 11 | | | \$ | \$ |
| 66XX—Software, capitalized | | | | |
| 12 | | | \$ | \$ |
| 13 | | | \$ | \$ |
| 14 | | | \$ | \$ |
| 15 | | | \$ | \$ |
| 16 | | | \$ | \$ |
| 17 | | | \$ | \$ |
| 18 | | | \$ | \$ |
| 66XX—Equipment, furniture, or vehicles | | | | |
| 19 | | | \$ | \$ |
| 20 | | | \$ | \$ |
| 21 | | | \$ | \$ |
| 22 | | | \$ | \$ |
| 23 | | | \$ | \$ |
| 24 | | | \$ | \$ |
| 25 | | | \$ | \$ |
| 26 | | | \$ | \$ |
| 27 | | | \$ | \$ |
| 28 | | | \$ | \$ |
| 66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance) | | | | |
| 29 | | | | \$ |
| Grand total: | | | | \$ |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

| Student Category | Student Number | Student Percentage | Comment |
|----------------------------------|----------------|--------------------|---|
| Economically disadvantaged | 2504 | 86.9% | The % of economically disadvantaged learners is significantly higher than the state average of 59% |
| Limited English proficient (LEP) | 443 | 15.4% | |
| Disciplinary placements | 93 | 3.2% | Data represents all Focus schools |
| Attendance rate | NA | 93.4% | The lowest attendance rate (EHS) is represented The 6 th grade center (95.8%) & Baxter JH (96.8%). |
| Annual dropout rate (Gr 9-12) | NA | .8% | Data represents Everman High School |
| Teacher Category | Teacher Number | Teacher Percentage | Comment |
| 1-5 Years Exp. | 71 | 39.9% | The majority of teachers have less than 5 years experience. |
| 6-10 Years Exp. | 42 | 23.6% | |
| 11-20 Years Exp. | 42 | 23.6% | |
| 20+ Years Exp. | 23 | 12.9% | |
| No degree | 1 | .56% | |
| Bachelor's Degree | 134 | 75.3% | Over three-fourths of staff has earned only a bachelor degree |
| Master's Degree | 43 | 24.15% | |
| Doctorate | 0 | NA | |

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|----|---|---|---|---|---|---|-----|-----|-----|-----|-----|-----|-----|-------|
| | | | | | | | 449 | 485 | 445 | 457 | 411 | 346 | 288 | 2881 |

Teachers

| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|----|---|---|---|---|---|---|----|----|----|----|----|----|----|-------|
| | | | | | | | 28 | 32 | 28 | 28 | 24 | 20 | 18 | 178 |

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Schedule #13—Needs Assessment

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Everman ISD Board of Trustees sets goals for student learning at the beginning of each school year. To determine progress toward meeting these goals, the District Wide Improvement Committee (DWIC) conducts an annual needs assessment. ESC Region 11 provides technical assistance in using Texas Accountability Intervention System (TAIS) guidance to conduct the annual assessment. **Review Data:** The first step in the TAIS process is to establish trends in data using PEIMS; Texas Academic Performance Reports; Federal Accountability Data Tables; PK progress monitoring tools; TPRI, STAAR; report cards; attendance and discipline reports; educator observations; parent attendance at school events; parent surveys; staff development evaluations. In reviewing 2017 data, the team found the school district serves approximately 5900 students. The student population is approximately 43% African American, 51% Hispanic, and 5% White and 1% Other Races. The vast majority of students in the district (83%) live in low income housing and 27% are English language learners (ELL). Everman ISD academic data for 2017 for targeted Focus Schools indicates both economically disadvantaged and ELL student populations failed to meet district academic standards on STAAR Reading, English Language Arts, and Writing in sixth through twelfth grade. **Reading and Writing:** Approximately 64% of 6th grade students and 69% of 7th and 8th graders approached state standards on STAAR Reading in 2017. At the high school, 62% of students approached English 1 end-of-course standards in the same year. A review of similar subject areas indicated student scores on the 4th and 7th grade Writing section of the assessment were significantly lower than Reading scores. Further analysis of all content areas indicates economically disadvantaged and English language learners represent the lowest percentage of students approaching standards on each section of STAAR at each grade level. **Establish Priorities:** The EISD Board of Trustees has established one goal and one purpose for Everman ISD—student success. Based on the needs assessment, the committee prioritized strategies based on perceived impact: (1) *School autonomy* will be granted to targeted campuses to enable leaders to make changes to staff, school schedules and calendars, curriculum and instruction, and evaluation tools; (2) *A strategic staffing model* will be implemented to increase the number of effective educators in targeted content areas; (3) *Character Education curriculum and training* will be implemented in each campus. The *Leader in Me* program was selected based on improved performance of students in high need schools implementing the initiative; (4) *Tech-based labs* will be developed for teachers to utilize blended instruction techniques to implement WICOR curriculum; and (5) *The Communities in Schools partnership* will be extended to reduce out-of-school factors that negatively impact learning. **Set Goals:** The Focus School SBDMT set five goals for the project: Goal 1: Establish high performance campuses; Goal 2: Improve teaching and learning; Goal 3: Improve school climate; Goal 4: Increase student achievement; and Goal 5: Increase parent and community engagement. **Determine Strategies:** The EISD District Wide Improvement Committee and the Site Based Decision Making Teams at each campus will work with the technical assistance matched to the project by TEA to develop a Performance Framework that refines project objectives to improve student academic performance. The campus based team will align activities, personnel, funding, and timelines to each objective while developing the 2018-19 Campus Improvement Plan. In this way, the improvement plan will become the road map for the Transformation Team to address areas of low performance and to meet identified needs. **Adjust Plan:** An important part of an effective improvement plan is the allowance for flexibility and adjustments to the plan as data reveals the need to make corrections. The Focus School Site Based Decision Making Teams will meet four times each year to monitor student and project level data and to adjust grant personnel, resources, and timelines to meet performance measures. The District Wide Improvement Committee will meet at the end of each semester to determine if project management and academic goals have been met and to develop the District Improvement Plan for the upcoming school year. **Summary:** The School Transformation Fund – Implementation grant proposal was developed based on the EISD comprehensive needs analysis. With technical assistance from the TEA provider, the district will develop a framework of targeted goals, objectives and action steps to guide project implementation. The campus based improvement team will monitor implementation of grant activities and stakeholder participation. The district based improvement team will evaluate the effectiveness of the program in meeting the district goal of student success on Reading, English Language Arts and Writing sections of STAAR to meet accountability standards and graduate from high school prepared for postsecondary education. Subsequent district and campus improvement plans will be developed based on the Talent Transformation project evaluation. Together we will ensure we meet the EISD Board goal and purpose – student success.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address |
|----|---|---|
| 1. | Johnson 6 th Grade Center, Baxter JH, and Everman HS are designated as 2017-18 Focus Schools. Each school failed to meet state accountability standards of performance. In conducting a needs assessment, the planning team found educators do not feel empowered to make changes to improve student growth and achievement. There is a need to educate & empower teachers and leaders to implement proven transformation strategies. | Grant implementation will encourage school autonomy to enable stakeholders to implement culture and climate reform strategies that improve student outcomes. The process will include: (1) Project Director recruited and hired; (2) TEA technical assistance contracted; (3) Transformation Team creates framework of grant goals and activities; (4) Grant project communicated to families and community through PTA and other school events; (5) Transformation Team evaluates progress each 9 weeks. |
| 2. | Effective Principals and Teachers: National research indicates teacher effectiveness has the single largest impact on academic growth for students. Student STAAR scores in Reading, English Language Arts, and Writing are significantly below state standards. Each schools targeted for transformation has a high percentage of teachers who have taught less than five years in the English department. There is a need to create a strategic staffing plan that places the most experienced educators in targeted content areas. | The School Transformation Fund Implementation grant will enable stakeholders to create a strategic staffing model for low performing schools. The process will include: (1) Establishing recruitment and interview policies to employ educators with demonstrated records of success; (2) Allowing teachers who do not believe in the model to transfer campuses; (3) Conducting Covey <i>Leader in Me</i> training to develop campus leaders; (4) Creating a system of teacher personal learning incentives; and (5) Refining T-TESS scoring to focus on student growth/achievement. |
| 3. | Personalized Learning for Educators and Students: The percent of economically disadvantaged learners enrolled in targeted schools is significantly higher than district and state averages. Student performance on the Reading, English Language Arts, and Writing sections of STAAR is well below state expectations for this student group as well as ELLs. There is a need to improve student performance and academic achievement for targeted learners. | TEA technical assistance will work with educators to improve teaching and learning by implementing: (1) Tech-based computer labs for AVID; (2) Teacher training in blended learning techniques; (3) Extended day class using AVID WICOR curriculum in a blended learning instructional plan to improve Reading/ELA and Writing achievement; (4) A "train the trainer" culture where struggling teachers seek advice/support from peers; (5) Portfolio review of writing, unit tests & STAAR used to evaluate achievement. |
| 4. | Improved School Climate: The attendance rate of each Focus School is comparable to state averages, except Everman HS (93%). A comprehensive review of campus data indicates high school students failing to meet standards on 9 th grade STAAR had higher rates of discipline reports, school absences, and dropping out. There is a need to implement character education programs in secondary campuses to prevent students from disconnecting with school. | The Planning Team will review and implement research-based character education program, Covey <i>Leader in Me</i> . The programs will include: (1) Conducting Franklin Coey Education, <i>Leader in Me</i> character education training for students; (2) Curriculum and workshops for educators to integrate lessons into classroom instruction; (3) Inviting family and community members to training; (4) Establishing Teen Leadership Clubs; and (5) Conducting Climate surveys completed each 9 weeks. |
| 5. | Parent/Community Partnerships: 86.9% of students enrolled in the targeted Focus schools are classified as economically disadvantaged. Children of poverty often fail to succeed in school because they are undernourished, exposed to stress in the home or neighborhood, or challenged by unresolved health problems. EISD has a partnership with Communities I Schools in the JH and HS. There is a need to expand the partnerships to the 6 th grade center and to collaborate with the PTA to conduct parent outreach. | Grant implementation will enable schools to eliminate out-of-school factors that impact student learning. The project will include: (1) Hiring a Communities in Schools counselor for the 6 th Grade Center to counsel students and provide parent outreach; (2) Partnering with CIS to develop partnerships that provide wrap-around services for families; (3) Partnering with the Parent Teacher Associations to link parents to services; (4) Implementing service learning projects in the school and community; (5) Participant surveys completed each 9 weeks. |

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Schedule #14—Management Plan

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Desired Qualifications, Experience, Certifications |
|----|-----------------------------------|--|
| 1. | Principals | Certified Texas Administrator placed on campus due to successful experience in leading school reform. <u>Required Qualifications</u> Focus School leaders must be able to: (1) Articulate the vision and mission of the campus and to communicate the urgency and importance of the school improvement project; (2) Knowledge of the proven character education initiative, blended learning instructional strategies, AVID curriculum and resources, and partnership responsibilities with Communities in Schools; and (3) Excellent team building skills to lead by example and to ensure each staff member understands and takes responsibility for their role in school improvement. |
| 2. | Chief of Secondary Education | Certified Texas administrator with successful experience in leading planning, implementing, and evaluating of school improvement grant programs. <u>Required Qualifications</u> The district level decision maker will (1) Possess knowledge of state law and school policy; (2) Experience in effectively supporting campus-based changes to curriculum, operations, and leadership; (3) Knowledge of the T-TESS educator evaluation system and scoring rubrics; and (4) Excellent team building skills required to develop essential campus and community partnerships. |
| 3. | Technical Assistance from TEA | TEA will match the Technical Assistance provider to meet the needs of the proposed School Transformation Fund - Implementation grant project. <u>Required qualifications</u> The consultant will have: 1) Experience in working with stakeholders to develop autonomous campuses with operational flexibility to make changes essential to meeting student achievement goals; (2) A successful record of working with stakeholders in similar schools to use blended learning to improve student achievement and to implement culture and climate innovations that use non-academic strategies to increase overall student achievement; and (3) Knowledge of the AVID WICOR curriculum for improvement of Reading, ELA and Writing. |
| 4. | Project Director | The Texas certified administrator will be responsible for project management including communication and oversight of planning meetings, development of project and campus documents and reporting, requisitioning of materials and resources, and coordination of parent and community partnerships. <u>Required Qualifications</u> The project director will have: (1) Documented success in leading successful school reform in a high need campus; (2) Knowledge of the school improvement process, the Texas accountability system, and database systems used for disaggregating student data; and (3) Experience in building community partnerships, successfully facilitating meetings, and presenting professional development. |
| 5. | Communities in Schools Counselors | The certified Texas counselor will be responsible for CIS site coordination at the Sixth Grade Center including counseling targeted students and for working with parents to access wrap-around services. <u>Required Qualifications</u> The counselor hired will have: (1) Excellent communication skills to work closely with school staff, community agencies, parents/families and students to assure coordination of the community's services for the benefit of the students and their families; (2) Training in CIS counseling programs; and (3) Successful experience in working with social service agencies to provide family access to health services, case management, substance abuse counseling, and housing/transportation assistance. |
| 6. | Teachers | Texas certified educators will be responsible for serving as role models to students and implementing character education strategies and WICOR blended instruction lessons into classroom curriculum and instruction. <u>Required Qualifications</u> The teachers hired will be: (1) Experienced educators who have a record of achieving student academic goals in Reading, English Language Arts, and/or Writing; (2) Campus leaders who are dedicated to working with high need student populations; and (3) Strong communicators with experience working with students, peer educators, campus administrators, family members, and community partners to implement curriculum and instruction innovations that improve student achievement. |

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Objective | Milestone | Begin Activity | End Activity |
|----|--|--|----------------|--------------|
| 1. | Establish high performing schools | 1. Project Director/Liaison/Parent Educator hired. | 07/09/2018 | 08/31/2018 |
| | | 2. TEA technical assistance contracted for project | 07/09/2018 | 09/01/2018 |
| | | 3. Team publishes Performance Framework | 07/09/2018 | 08/31/2018 |
| | | 4. Transformation grant communicated to community | 07/09/2018 | 10/31/2018 |
| | | 5. Team evaluates implementation - 9 weeks | 10/01/2018 | 05/31/2020 |
| 2. | Recruit, employ, and retain effective teachers | 1. Employ educators with records of success | 07/09/2018 | 08/15/2019 |
| | | 2. Teacher transfers completed | 07/09/2018 | 08/15/2019 |
| | | 3. Training conducted in leading campus mission | 09/01/2018 | 03/21/2020 |
| | | 4. Educator incentive program created & implemented | 07/09/2018 | 05/31/2020 |
| | | 5. T-TESS eval. scoring conducted - 9 weeks | 10/01/2018 | 05/31/2020 |
| 3. | Establish positive school climate and culture | 1. Tech-based computer labs for AVID created | 07/09/2018 | 10/01/2018 |
| | | 2. Teacher training in blended learning techniques | 08/15/2018 | 03/21/2020 |
| | | 3. AVID class held daily using WICOR | 09/01/2018 | 05/31/2020 |
| | | 4. "Train the trainer" peer support implemented | 10/01/2018 | 05/31/2020 |
| | | 5. Portfolio review of writing, unit tests & STAAR-9 wks | 10/01/2018 | 05/31/2020 |
| 4. | Increased student achievement | 1. Individualized PD plans completed by educators | 09/01/2018 | 09/01/2019 |
| | | 2. PLCs restructured to model integration of char educ | 07/09/2018 | 09/30/2018 |
| | | 3. Data use training held to personalize instruction | 07/09/2018 | 10/31/2018 |
| | | 4. "Train the trainer" culture established | 07/09/2018 | 10/31/2018 |
| | | 5. Unit tests & STAAR used to evaluate each 9 weeks | 09/01/2018 | 05/31/2020 |
| 5. | Increase student engagement in school | 1. CIS Counselor staff hired for Sixth Grade Center | 07/09/2018 | 08/15/2018 |
| | | 2. Partners provide wrap-around services | 10/01/2018 | 05/31/2020 |
| | | 3. Service learning projects implemented | 10/01/2018 | 05/31/2020 |
| | | 4. PTA events used for parent education/access | 10/01/2018 | 05/31/2020 |
| | | 5. Participant surveys used to evaluate - 9 weeks | 10/01/2018 | 05/31/2020 |
| 6. | | 1. | XX/XX/XXXX | XX/XX/XXXX |
| | | 2. | XX/XX/XXXX | XX/XX/XXXX |
| | | 3. | XX/XX/XXXX | XX/XX/XXXX |
| | | 4. | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | XX/XX/XXXX | XX/XX/XXXX |
| 7. | | 1. | XX/XX/XXXX | XX/XX/XXXX |
| | | 2. | XX/XX/XXXX | XX/XX/XXXX |
| | | 3. | XX/XX/XXXX | XX/XX/XXXX |
| | | 4. | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | XX/XX/XXXX | XX/XX/XXXX |
| 7. | | 1. | XX/XX/XXXX | XX/XX/XXXX |
| | | 2. | XX/XX/XXXX | XX/XX/XXXX |
| | | 3. | XX/XX/XXXX | XX/XX/XXXX |
| | | 4. | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | XX/XX/XXXX | XX/XX/XXXX |

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Everman ISD plans, implements, and evaluates school improvement initiatives using the site based decision making process. The EISD Board of Trustees sets goals annually for the upcoming school year based on the comprehensive needs assessment which identifies performance gaps and assesses campus needs using performance data from TEA Academic Performance Reports and a variety of other data sources. A team of stakeholders, the District Wide Improvement Committee (DWIC) is responsible for putting the board goals into action. The DWIC consists of parents, educators, administrators, community members and educational partners. The committee uses the Site Based Decision Making (SBDM) process to develop school improvement initiatives. Site-based decision making is a process for decentralizing decisions to improve the educational outcomes in the district through the collaborative efforts of participants. In this way, stakeholders will not just be informed of the plan, but will be part of each phase of planning, implementation, and evaluation. The DWIC first studies state and federal academic standards and accountability requirements, and evidence based strategies for improvement. The leaders then create a District Improvement Plan (DIP) that outlines objectives, action steps, personnel, and materials for achieving the board specified goals. The Superintendent and Board of Trustees approve the DIP and all initiatives recommended by the District Wide Improvement Committee.

Grant Process and Procedures: Under the direction of the Chief of Secondary Education, the School Based Decision Making Teams (SBDMTs) researched intervention programs including:

- Texas Education Agency guidance for designing effective School Culture and Climate Initiatives;
- The TEA sponsored Raise Your Hand initiative to learn about effective blended learning initiatives in Texas;
- Advancement Via Individual Determination (AVID) Writing, Inquiry, Organization, and Reading curriculum; and
- Communities in Schools site based counseling programs.

The team used information from each program to create a School Transformation Fund Implementation Grant Performance Framework for each campus. The framework includes campus needs, goals and objectives, critical success factors, a timeline of activities and performance targets for each of the five grant goals. The framework outlines objectives and milestones to be completed quarterly, as well as, evaluation methods and indicators of accomplishment to allow for progress monitoring. The Chief of Secondary Education and Project Director will guide the Site Based Decision Making Team in using the Performance Framework to monitor the attainment of grant goals and objectives each quarter. The Project Director will create a quarterly progress report.

Adjustments to the Plan: The Site Based Decision Making Team meets four times each year. During meetings, the Campus Principals will present formative progress reports including grant data and participant feedback. With the guidance of district leadership, the SBDMT will use the information to adjust strategies, personnel, and resources to meet grant goals.

Communication: Communication is the key to successful grant implementation. The SBDMT will serve as a conduit of communication to the faculty, staff and community. A written agenda for each SBDMT meeting will be developed and the group will maintain official minutes. Formative assessment reports will be created each nine weeks and presented to the campuses at faculty meetings and to the Superintendent and the EISD District Wide Improvement Committee at meetings held at the end of each semester. Summative evaluation reports will be created at the end of the school year and presented to the campus staff, Superintendent, District Wide Improvement Committee, and Board of Trustees.

Celebrations of Success: One of the stated priorities of the district is achieving excellence for all students as evidence by high academic achievement on a variety of performance standards. The Project Director and CIS counselors will coordinate celebrations of success related to grant performance targets. The Project Director will utilize the parent portal and the campus and district website to communicate grant program events and celebrations to ensure all stakeholders including students, parents, educators, and community members are informed of project goals and successes. Communication will be provided in Spanish and English.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Everman ISD is committed to working with technical assistance providers and community partners to implement innovative grant programs designed to inspire a passion for lifelong learning, to develop responsibility and character, and to achieve academic excellence. The district has a successful record of implementing innovative grant initiatives to support students in graduating from EISD ready to find gainful employment in a high demand career of the DFW metroplex:

1. **Early Childhood:** In 2010, EISD was awarded a PK Early Start grant. The research based program utilizes Big Day for PreK curriculum, CIRCLE hands-on activities, and CLASS progress monitoring to improve the cognitive, social, and academic skills of early childhood learners. Each EISD campus earned *Texas School Ready!* status in 2011. During the past school year, the district was awarded the High Quality PreKindergarten and the PreKindergarten Partnership grant. The funds enable EISD to partner with Head Start to offer full day PK classes to a higher number of Everman ISD learners and to provide the evidence based *Texas School Ready!* training to Head Start staff.
2. **Grades K-12:** In 2009, EISD was awarded the Texas High School Redesign grant. This project was successful in implementing school improvement reforms at Joe C Bean High School. In addition, the campus worked with Baxter Jr. High School to utilize Algebra Readiness grant funding to review and revise curriculum and to introduce improved instructional practices in 8th grade mathematics and Algebra 1 classes. As a result of redesign efforts, the high school campus moved from a low performing school to being recognized in 2016 as one of the "Best High Schools List" by US News & World Report.
3. **College Entrance:** EISD opened the Everman Collegiate High School in 2014 to increase the number of students graduating from high school and entering college. The Early College High School designation awarded by the Texas Education Agency authorizes high school students to attend Tarrant County College courses while in high school to graduate with both a high school diploma and at least 60 hours of college credit.
4. In 2015, EISD was awarded the United Way Learn Well Education Initiative grant. The Destination Diploma project provides funding for a Graduation Coach and a Family Engagement Specialist who provide support and assistance to at-risk high school students beginning in their ninth grade year. The project has been successful in supporting the ECHS program by increasing the number of at-risk learners graduating on time with their cohort. In 2017, the school Collegiate High School will graduate student with both high school and college credentials.
5. In 2017, EISD was awarded the 2017-2019 School Redesign Grant, Pilot Cycle to transform Hommel Elementary, a 2016-17 Focus School (improvement required) into a high performing campus. The Hommel Elementary SBDMT set five goals for the SRG pilot: Goal 1: Increase use of quality data; Goal 2: Improve the instructional program; Goal 3: Increase learning time; Goal 4: Increase parent and community engagement; and Goal 5: Improve school climate. The school is no longer a Focus School and is a high performing EISD campus.
6. In 2017, EISD was awarded a 2018-19 P-TECH Planning grant. The district will establish a Science, Mathematics and Robotics Technology (SMART) Academy that provides courses to earn certification and an Associate degree in the field of architectural drafter during high school. Ninety students enrolled in the Academy during grades 9 through 12, will earn a SOLIDWORKS certification and an Architectural Technology, Associate of Applied Science (AAS) degree from Tarrant County College to become qualified to use software to convert the designs of engineers and architects into technical drawings. These credentials will qualify students to work as a professional in the high demand construction industry.

Coordination of Funds: EISD will coordinate and maximize all appropriate funding such as Title I, Title III, and State Compensatory Education funds and applying for additional grant funding to sustain effective practices established by the School Transformation Fund - Implementation grant after the project ends. Also, the district will continue to work with and seek out community and business partnerships to meet the evolving needs of school reform.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Evaluation Method/Process | Associated Indicator of Accomplishment | |
|-----|--|--|---|
| 1. | Transformation Team grant documents | 1. | Grant introduced to school/community – powerpoint presentation and flyers |
| | | 2. | Transformation Team members – lists of members for five committees |
| | | 3. | Transformation Team meetings – attendance logs and evaluation forms |
| 2. | EISD Human Resources Department reports | 1. | 90% of teachers on campus are ranked as high performers |
| | | 2. | 100% of teachers attend campus mission/vision training annually |
| | | 3. | 90% of teachers receive incentive for student growth and achievement |
| 3. | Semi-Annual Climate Survey, EISD Professional Development Evaluations | 1. | 100% students and teachers attend <i>Leader in Me</i> training |
| | | 2. | 100% teachers attend workshops to integrate character educ. into lessons |
| | | 3. | 90% indicators on climate survey indicate improved culture and climate |
| 4. | Unit test scores, STAAR scores (Texas Academic Performance Report), PLC attendance rolls | 1. | 80% of students meet mastery standards on unit tests |
| | | 2. | 75% of students meet standard on STAAR (increase of %10 per grant yr) |
| | | 3. | 100% of teachers attend PLC meetings weekly |
| 5. | Professional Development Evaluations, Attendance Rates and Discipline Rates | 1. | 60% of families attend grant events for access to social services |
| | | 2. | 80% targeted students have increased attendance |
| | | 3. | 80% of targeted students have decreased discipline reports |
| 6. | Grant evaluation documents, Campus Improvement Plans | 1. | Site Based Decision Making Team integrates components into CIP |
| | | 2. | Campus Improvement Plan approved by District Improvement Committee |
| | | 3. | Board of Trustees approves school improvement plans |
| 7. | | 1. | |
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Schedule #15—Project Evaluation

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data Collection: The Texas Education Agency (TEA) technical assistance provider will work with the Everman ISD Chief of Secondary Education and Project Director to facilitate data collection and problem correction grant tasks.

Project-level data: During planning, a Performance Framework was developed which includes planning, implementation, and evaluation activities. During the first month of the grant period, the Project Director, will work with the Transformation Team to review and revise the 2018-19 Performance Framework to ensure it includes the following project events.

- Transformation Team meetings;
- Site Based Decision Making Team and District Wide Improvement Committee Meetings;
- *Leader in Me* training for students, educators, and parents;
- curriculum workshops to integrate character education into lessons;
- semi-annual culture and climate survey dates;
- technology AVID labs established
- blended learning training for educators;
- AVID Writing, Inquiry, Organization, and Reading training for educators;
- workshop to revise T-TESS scoring rubrics ;
- annual teacher survey dates;
- teacher evaluation dates;
- incentive program administration dates;
- family events; and
- campus celebrations of success.

Project-level data will be collected from participants in the form of attendance rolls, evaluation forms, and surveys. The Project Director will develop and provide attendance sheets for all program events. Everman ISD Professional Development Evaluation forms will be completed by educators after each training and workshop. The TEA technical assistance provider will work with the Transformation Team to select appropriate campus climate surveys and teacher surveys to be administered at the end of each semester. The consultant will also work with the Project Director to develop a formative progress report for project-level data. Data will be used to determine the impact of project activities on participants.

Student-level data: The Project Director will work with the Transformation Team to review and revise the 2018-19 Performance Framework to ensure it includes the following student-level data:

- Unit test administration dates for Reading, Writing, and Math at all grade levels;
- STAAR benchmark and end-of-year assessment administration dates for Reading, English Language Arts, and Writing, at all secondary grade levels;
- Attendance records for each nine weeks; and
- Discipline reports for each nine weeks.

The Project Director will work with the TEA technical assistance to create a formative progress report that depicts student baseline, nine week, and end-of-school data for attendance, discipline reports, and academic performance at the individual, class, grade, and school level. At weekly professional learning community meetings, grade level teams will review student data for each content area and for targeted student populations (economically disadvantaged learners and English language learners). The TEA technical assistance provider will work with the Project Director to develop a formative progress report for student-level data. Data will be used to determine the impact of project activities on student academic achievement.

Problem Correction: The Site Based Decision Making Team (SBDMT) will meet four times each year to review formative progress and recommend revisions to grant management, resources, and timelines to ensure grant activities are completed on time and as required by the grant program. The Chief of Secondary Education will ensure SBDMT team members, meeting dates, agendas and meeting minutes (including attendance) are posted on the EISD website. The formative progress reports will be included as an attachment to meeting documents.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Roy Johnson Sixth Grade Center, Charles Baxter Jr. High School, and Everman High School utilize guidance from the Texas Education Agency to develop Campus Improvement Plans:

Step 1. Data Analysis and Needs Assessment: All participating campuses are 2017–2018 Focus Schools with no improvement required. The Chief of Secondary Education is the designated District Coordinator of School Improvement (DCSI). Under the direction of the district administrator, the Site Based Decision Making Committees (SBDMTs) utilized the five steps of the Texas Accountability Interventions System (TAIS) framework to collect and analyze data and to conduct the 2017 comprehensive needs assessment. First, the committee clarified and prioritized problem statements. Next, to set the purpose of the needs assessment, the team studied the mission of each campus. Membership of the SBDMT was then reviewed data based on TAIS guidelines, EISD Board Policy, and the plan to transform the campus using the Talent Transformation model. The type of stakeholders involved in the planning process was increased to include Communities in Schools representatives, PTA members, social services providers, local business owners, community members, and parents representing targeted economically disadvantaged and English language learner student populations. Each committee worked with an ESC Region 11 consultants to collect appropriate data in four STAAR performance indexes: achievement, progress, closing performance gaps and post-secondary readiness. The committee identified topics for each performance index and collected data from multiple sources including formative and summative, quantitative and qualitative, short term and long term, and objective and subjective information. Once data was organized and collected, the team utilized TAIS questions to determine trends and patterns in data over time, the impact of trends and patterns, and the root causes that contributed to each problem. The team found the economically disadvantaged and English language learners had the lowest number of students meeting state standards in Reading/ELA and Writing. Further analysis noted the scores were significantly lower than state averages.

Step 2. Selection of Model, Goals, and Interventions: After identifying the problem and cause, the SBDMT reviewed the components of school improvement models from the School Transformation Fund Implementation grant to determine the model that best addresses student and campus needs. Using TAIS handouts outlining Critical Success Factors and required interventions for each model and information from the Division of System Support and Innovation (DSSI), each SBDMT selected the Talent Transformation model. Once the model was selected, the SBDMTs set project goals for improved achievement in Reading/English Language Arts, and Writing. Each committee then drafted a Campus Improvement Plan based on critical success factors that are essential to accomplishing a comprehensive change of expectations and behaviors to result in a transformation of systems:

- (1) Form a Transformation Team: Select a team of stakeholders and work with technical assistance from TEA to plan, implement, and evaluate the school improvement project;
- (2) Leadership Effectiveness and Teacher Quality: Create a strategic staffing plan and revise the T-TESS scoring rubric to place and reward the most experienced and knowledgeable educators in Focus schools;
- (3) Improve School Climate: Implement proven *Leader in Me* training for students, educators, and parents;
- (4) Increase Student Achievement: Extend the school day using AVID WICOR curriculum and blended learning instructional strategies to improve student performance and achievement in Reading, English language arts, and Writing;
- (5) Family and Community Engagement: Expand the Communities in Schools partnership to provide wrap around services that strengthen the social and emotional health of children and family members.

Step 3: Implementation: The DCSI assists the campuses in all aspects of the school improvement process including implementing and monitoring a plan for improvement. The district administrator attends required training with campus teams and facilitates meetings with the Region 11 Education Service Center (ESC) Turnaround Team and technical assistance providers to support teachers in implementation of the continuous improvement framework and in meeting intervention requirements.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the district will monitor school improvement plans upon submission and implementation and how the applicant will implement additional action following unsuccessful implementation of such plan after a number of years determined by the district. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Roy Johnson Sixth Grade Center, Charles Baxter Jr. High School, and Everman High School are Title I, Part A schoolwide campuses. Schoolwide campuses are able to use Title I, Part A funds to supplement services, programs and activities that impact the entire school population. **Monitoring School Improvement Plans:** The Chief of Secondary Education serves as the designated District Coordinator of School Improvement (DCSI). Campus leaders work with the Site Based Decision Making Team to use the site based decision making process to analyze data and conduct a comprehensive needs assessment. The Site Based Decision Making Team uses the Texas Accountability Intervention System (TAIS) continuous improvement framework that is aligned around critical success factors (CSFs) and the ESEA turnaround principles to develop a Schoolwide Campus Improvement Plan.

| Critical Success Factors | USDE Turnaround Principles Framework for Continuous and District and School Improvement |
|--|--|
| Leadership Effectiveness | Providing strong leadership by (1) reviewing the performance of the current principal; (2) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget. |
| Teacher Quality | Ensuring that teachers are effective and able to improve instruction by (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the transformation effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs |
| Increased Learning Time | Redesign the school day, week, or year to include additional time for student learning and teacher collaboration; |
| Academic Performance | Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with Texas Essential Knowledge Skills |
| Use of Quality Data to Drive Instruction | Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data |
| School Climate | Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs |
| Family and Community Engagement | Providing ongoing mechanisms for family and community engagement |

The DCSI also works with the SBDMT to develop a campus budget that utilizes Title I, Part A funds to provide supplemental funding for items specified in the schoolwide plan. Once the Campus Improvement Plan and budget have been approved by the Board of Trustees, the DCSI assists Focus Schools in implementing the plan for improvement. The District Coordinator of School Improvement attends required trainings with Focus School staff members and works with campus leaders to meet Texas Education Agency reporting requirements.

Additional Actions: The DCSI works with ESC Region 11 turnaround team members to conduct programmatic review that ensures school improvement goals are being achieved using quarterly and summative Site Based Decision Making Team reports. The reports outline program-level and student-level data related to the accomplishment of each critical success factor. The DCSI also works with the EISD Finance Department to conduct budget reviews semi-annually to ensure funds are being used only to address instructional needs that are directly linked to each school's needs assessment and are identified in the Campus Improvement Plan. When a Focus School does not accomplish school improvement goals over a period of two years, the principal is replaced and a district leader who has a record of success in transforming high need campuses is appointed to the position. In addition to ensuring effective leadership, school improvement strategies are reviewed and refined to ensure all critical success factors are addressed and campus systems and process are reviewed to remove unsuccessful practices and maintain commitment to continuous improvement. Implementation of the TEA school improvement process ensures proven improvement plans built on innovation to bring success for targeted students and schools.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Statutory Requirement 1c: Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Everman ISD will work with technical assistance matched by the Texas Education Agency to plan, implement, and evaluate the grant project. In addition, the Human Resources department will work with the Transformation Team to implement a rigorous review process to recruit, screen, select and evaluate external partners to implement the School Transformation Fund Implementation grant plan.

Recruitment: Everman ISD leaders will work with technical assistance provided by TEA to develop a network of technical support specialist from across the state based on prior success in positively impacting student achievement in low achieving schools. The Transformation Team will work with the EISD Chief of Secondary Education to create conditions to attract high quality external partners. Recruitment strategies considered will include providing appropriate consultation fees and travel expenses, flexible timelines for consultation, and district facilities and technology tools for conducting training. The grant budget includes adequate funding to support ongoing participation of the external partner during the duration of the project period.

Screening: The Transformation Team will utilize Texas Center for District and School Support (TCDSS) guidance and EISD Human Resources policies for screening external partners to ensure a transparent and fair process. The Site Based Decision Making Teams will conduct an interview with the external provider. Lead by the campus Principals, the teams will articulate the goals, objectives, milestones and deliverables of the grant project, as well as, the criteria for the evaluation of project effectiveness. The hiring process will include checking references to determine expertise and experience in providing technical assistance such as system and educator support, ongoing professional development, and reporting and evaluation methodologies. In this way, the Transformation Teams will find the most qualified external providers with a proven record of success in working with schools to implement effective reform.

Selection and procurement: Everman ISD Human Resources Handbook outlines the procedures and policies that will be used to negotiate and execute a contract with external providers. The handbook outlines roles and responsibilities of the external partner and district and specifies conditions for termination or modification of contracted services. Payment will be made to external consultants based on EISD policies which are aligned with state and federal guidelines.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 1d: Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Everman ISD (EISD) will coordinate funds from a variety of funding sources including Foundation School Program, Title I, Title III, State Compensatory Education, and EISD Education Foundation funds to maximize effectiveness of grant funding. Examples of funding include:

- Professional development funding provided through the district Curriculum and Instruction department will be used to facilitate character education training and workshops held during the grant period;
- Recent district technology upgrades provide interactive projectors and document cameras for each classroom, and 1 to 1 computing devices for secondary school classrooms. The technology upgrades will enable teachers to utilize blended learning instructional strategies to personalize learning;
- Eduphoria will provide resources for storing and sharing curriculum revised to include *Leader in Me* lessons;
- District instructional materials funds will be used to purchase educational resources to implement personalized instruction in Reading, English Language Arts, and Writing;
- District facilities funding will be used to provide offices for the Project Director and CIS 6th grade counselor;
- District personnel funds will be used to employ administrators and teachers implementing the school improvement program;
- Parent Teacher Associations (PTA) at participating campuses will sponsor parent education events; and
- Communities in Schools partners will provide wrap-around services to improve student health and safety.

Everman ISD leaders have experience in restructuring schools using innovative models, technical assistance, and funding provided by grant awards to improve student performance. EISD will ensure the campus receives ongoing, intensive technical assistance and related support from the district, the TEA technical assistance provider, and external partners to utilize all available funding sources to enable full and effective implementation of the Talent Transformation project.

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Amendment # (for amendments only):

Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Everman ISD will grant the campus leadership sufficient operational flexibility to fully implement a comprehensive approach to school improvement that substantially improves student achievement.

Leadership: Leadership drives school improvement. Technical assistance partners will assist the Transformation Team in redesigning campus schedules to include climate surveys, character education professional development, blended learning professional development, an AVID class during the school day to teach WICOR curriculum, parent training, and family engagement events. TEA technical assistance will work with the grant team to create campus practices and policies to bring about purposeful and focused change to the existing programs. The Transformation Team will have the operational flexibility to recruit, interview and hire staff members (Project Director and CIS counselor) and external partners to implement the project and to determine roles and responsibilities of each partner, and to manage operations of the systems developed.

Educator Effectiveness: Campus leaders will have the ability to staff campuses with highly effective teachers to implement the school improvement plan. Teachers will have the ability to transfer to another campus if they feel unprepared to meet project goals and requirements. TEA technical assistance, a Project Director, and Counselor will work with campus educators to integrate the character education program into classroom lessons, model program components, and implement the revised instructional program to reform the campus culture and climate. The project leaders will also facilitate blended learning and WICOR training and work with teachers to integrate the tools into course curriculum. The principal will have the ability to make crucial staffing decisions throughout the school year to ensure the reform model is implemented as planned.

Family and Community Partnerships: The Communities in Schools counselors will conduct a portfolio review during the first months of the 2018-19 school year. The counselors will use information from the review to build a family engagement program that matches community organization services with student and school needs. The principal will have operational flexibility to form partnerships with additional organizations during the school year based on recommendations of the committee.

Calendar: The campus calendars will be reviewed. The principal will have the ability to revise the calendar to provide summer character education training for stakeholders and/or intervention classes for Reading, Writing, and Math if necessary.

Budget: Everman ISD ensures participating Focus School Principals have the authority to alter budgets to implement the Talent Transformation plan and recommended reforms based on quarterly and annual reports of program management and student performance.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the plan will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed Talent Transformation program will incorporate evidence based strategies to build a positive school culture and climate, improve teaching and learning, and wrap-around services for students and families.

Evidence-based strategies to improve school climate and culture: TEA guidance for use of Every Student Succeed Act (ESSA) Funds states school culture and climate programs support the goals of building a foundation of reading by addressing positive traits and supporting development of positive school climate. The report further indicates that schoolwide culture and climate programs can help increase academic achievement for high need student groups through the reduction of discipline referrals and the development of citizenship skills. These agency research indicates programs should use integrated teaching strategies and can be addressed as part of instruction on various Texas Essential Knowledge and Skills. Everman ISD proposes to use the *Leader in Me* character education programs proven to improve student performance of students in low performing campuses. The *Leader in Me* curriculum provides a balanced process to help schools proactively design the culture that reflects their vision of the ideal school. Content from *The 7 Habits of Highly Effective People* is a key component of the overall *The Leader in Me* process. Through the curriculum, students learn about universal principles of personal and interpersonal effectiveness such as responsibility, vision, integrity, teamwork, and collaboration. The process teaches students the skills needed for academic success in any setting. These skills include critical thinking, goal setting, listening and speaking, self-directed learning, presentation-making and the ability to work in groups. Implementation: The character education program will be implemented in a variety of settings. Training for students, teachers, parents, and community partners will be held during the school day. Character education lessons and activities will be integrated into all campus curriculum including core content classes, elective classes, fine arts, and health education. The Parent Teacher Association include character education training in sponsored events.

Evidence-based strategies to improve teaching and learning: TEA guidance for reforming school curriculum and guidance indicates blended learning academic programs increased levels of student engagement, increased concept knowledge and skills mastery of participating students; improved student performance on short-cycle assessments; and increases in student achievement on STAAR assessments and End-of-Course exams. Everman ISD has invested funds to purchase technology based Reading, English Language Arts and Writing programs through local and state funding initiatives. Through the Talent Transformation project, teachers will attend training to learn to use blended learning instructional strategies. Implementation Blended learning strategies will be utilized in Reading, English Language Arts, and Writing classes to personalize instruction, close gaps, and increase student achievement. The strategies will also be utilized in all secondary school classes to integrate Writing projects into course curriculum. Teachers will learn to use the strategies during class and will be supported in developing writing lessons during professional learning community meetings.

Evidence-based strategies to improve wrap-around services: Communities in Schools of Greater Tarrant County has been an educational partner of Everman ISD for many years. The organization uses a unique model to keep students in the classroom. CIS places counselors, called Program Managers, directly inside local schools. The Program Managers create one-on-one relationships with students identified as at-risk for dropping out. It's through this relationship that the Program Manager identifies and eradicates the barriers keeping the student from their education. Barriers like hunger, abuse, neglect, and poverty are some of the issues CIS Program Managers tackle every day. When these obstacles are managed, teachers are able to teach and students are able to learn. This unique, evidence-based approach is extremely effective. 97% of students served by CIS in the past twenty-six years have stayed in school to graduate. Implementation: Communities In Schools will rely on the faculty and staff at participating schools, PTA members, and over eighty service provider partners to ensure students get the help they need.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partnership Implementation☐ P2 Partnership☐ IMO Partnership**New School Implementation**☐ Reset☐ Fresh-Start**Transformation Implementation**☒ Talent Transformation Model☐ Redesign**For TEA Use Only**

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

TEA Program Requirement 1b: Describe the school transformation plan, including but not limited to, how the transformation will improve student outcomes, as well as how the applicant will apply lessons learned throughout the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed school improvement project utilizes research-based Talent Transformation strategies for positively impacting school culture and climate to improve student engagement in school and academic achievement. The Site Based Decision Making Teams (SBDMTs) reviewed effective strategies for improving teaching and learning in the TEA guidance document, *Empowered Educators: A Design Guide for Texas Transformation Zones*, and included five components in the talent transformation plan:

Provide autonomy to campuses to innovate recruitment and interview processes and implement strategic hiring Campus leaders at the three participating schools will have full autonomy over school staffing. The committee has made recommendations for revising recruiting and interview procedures to assist principals in selecting educators who have success in improving student performance in high need schools. The T-TESS scoring system will be revised to provide priority to student growth and achievement components. An incentive system providing options for career growth will be implemented to reward effective teachers and leaders moving to low-achieving schools.

Provide personalized opportunities for professional learning to improve school climate and culture - The Site Based Decision Making Teams reviewed character education programs and selected *Leader in Me* as the appropriate training and curriculum to inspire responsibility and trustworthiness in our school environments. Professional development offerings will be scheduled for students, educators, parents, and community leaders. The trainings will include presentations, workshops, and conferences. This will ensure all teachers and leaders alike have individualized professional development plans that are tailored to their grade level, content area of expertise, and schedule.

Pick leadership characteristics based on the specific needs of a school. The committees reviewed the 2017 comprehensive needs assessment from each participating campus. Utilizing various data sources to address all facets of the school environment, the teams determined students failing to meet standards on STAAR had a high rate of truancy and discipline incidents. The committees determined a lack of student engagement in school to be the root cause of achievement gaps. For this reason, compassionate educators who wish to serve as professionals to model positive behavior and respect will be selected to serve children in our schools.

Allow teachers who don't believe in the model to "opt-out". Teachers in each participating Focus School who do not believe in the vision for improvement will have the option of transferring to another school in the district or leaving the district during the summer of 2018 and 2019.

Provide opportunities for educators to collaborate and share effective instructional practices based on data.

The Transformation team worked with Reading, English Language Arts, and Writing teachers to research strategies for improving student achievement. The team recommended using blended learning techniques into classroom curriculum. Writing lessons and activities will be shared in professional learning communities to ensure all content areas integrate the strategies.

Summary: Using proven strategies for transforming district talent, the Roy Johnson Sixth Grade Center, Charles Baxter Jr. High School, and Everman High School will become high performing campuses to significantly change the future of high need students in Everman ISD.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant LEA cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the Lone Star Governance Participant Manual). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Everman ISD utilizes the *Performance Management* theory of action. The grant will improve the district's ability to focus central administration on the most critical functions of campus accountability by implementing professional learning plans to improved teaching and learning and providing differentiated Human Resources systems to increase the number of effective educators in low performing schools.

Professional Learning: Providing training in a variety of formats, modeling best practices during professional learning community meetings, and encouraging peer learning through development of a "train-the-trainer" culture will empower teachers to make training a reflective and continuous growth process where learning extends into practice, positively impacting student success. Through the grant, the district will provide:

- Character education and leadership professional development sessions in a variety of formats including online and face-to-face presentations and workshops for students, teachers, and community members. Participants will select the professional development based on personal and professional needs;
- School based professional learning communities where teachers will model and share instructional best practices learned through the character education and leadership training with peers; and
- The "train-the-trainer" peer coaching model will be used to implement best practices into classroom instruction.

The professional learning model will provide educators with knowledge and tools to select the professional development essential to improving teaching and learning.

Human Resources: The grant will provide Everman ISD low-performing campuses with a differentiated Human Resources system that ensures educator placement is a function of student needs rather than adult preferences.

Through the grant, the district will:

- Expand the district's performance management for participating schools to define characteristics of effective teachers in high need campuses;
- Provide an educator incentive program for career growth and advancement;
- Refine the teacher evaluation system to include student growth and achievement as priority scoring measures; and
- Create a Human Resources system for recruiting, interviewing, and retaining effective teachers.

Conclusion: The proposed Talent Transformation project expands upon the Performance Management designs to achieve the vision, mission, and the goals of Everman ISD and the EISD Board of Trustees. Our district believes use of the theories of action within the Talent Transformation plan will result in a long-term Performance Framework that can be used to improve student achievement. Our students, families, educators, and community partners are committed to planning and implementing a plan that will transform the culture of Johnson Sixth Grade Center, Baxter Jr. High School, and Everman High School into high expectation, high performance campuses.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

TEA Program Requirement 3: Explain how high-level district and community stakeholders were educated about the selected school transformation strategy, including a description of stakeholders engaged in and supporting the school transformation strategy. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Site Based Decision Making Teams from Travis Elementary, Carver Elementary, and Everman Middle School met with the Superintendent and Assistant Superintendent to learn about the School Transformation Fund – Implementation Grant program. Each team includes, parents, teachers, counselors, principals, PTA representatives, CIS Counselors, and community partners. Each Site Based Decision Making Team (SBDMT) reviewed program, campus, and guidance documents:

Campus Improvement Plans for the 2017-18 school year: Each campus principal reviewed the 2017 campus needs assessment and outlined campus goals. The Chief of Secondary Education provided available accountability data concerning the 2018 administration of STAAR. A needs assessment was completed based on data from all three schools. The committees determined improvement should focus on transforming the school culture and climate and instructional best practices with an emphasis on:

- (1) placing effective and compassionate teachers who have proven success with high need learners on low performing campuses;
- (2) providing professional learning opportunities for stakeholders to become leaders who model positive character traits;
- (3) establishing data use systems to provide information to make instructional and personal learning decisions; and
- (4) increasing partnerships with social service agencies to provide out-of-school support that enables students to attend and engage in school.

School Transformation Fund Implementation Grant guidelines: The Assistant Superintendent provided program guidelines documents to each committee member through email. At the first planning meeting, the administrator outlined the program using an overview that included a chart to review each transformation design with related components and funding amounts. The teams selected Talent Transformation to meet student and school needs;

Talent Transformation Design: Under the direction of the EISD Superintendent, the committee reviewed TEA guidance concerning Talent Transformation design.

Effective School Culture and Climate Strategies: The team researched components of effective school culture and climate initiatives using TEA guidance for using Every Student Succeeds Act(ESSA) funds.

to draft the goals and objectives for the School Transformation Fund Implementation Grant project.

Effective Blended Learning Strategies: The team researched components of effective components of blended learning programs using TEA Raise Your Hand guidance.

Summary: After researching the project, the team developed a Talent Transformation Performance Framework which outlines project goals for planning, implementation, and evaluation of the project across grade levels and campuses. A Talent Transformation Team will be formed if the grant is awarded. The team will work with the Chief of Secondary Education and the TEA technical assistance consultant matched to the project to implement the project. EISD is committed to this project. The innovative transformation plan will empower students, teachers, parents, and community members to transform low performance schools into high expectation, high achievement environments that prepare students for success in high school, college, and a career.

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County-district number or vendor ID: 220-904

Amendment # (for amendments only):

TEA Program Requirement 4: Describe how the selected school transformation strategy would be managed or supported, including which offices and LEA and/or district positions will oversee the effort and why they are particularly qualified for such a task. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Everman ISD has developed a management plan for the Talent Transformation plan. Each stakeholder in the project will play a part in managing the plan. Collaboration will ensure successful implementation and will sustain the project. **A Talent Transformation Team** will be formed to implement and evaluate the grant project. The team will include students, parents, educators, PTA members, *Leader in Me* staff members, social service organizations, and community representatives.

The Superintendent of Everman ISD will oversee the grant project including working with the District Wide Improvement Committee to evaluate the effectiveness of program components on increasing student achievement.

The District Wide Improvement Committee (DWIC) will review formative grant reports each semester. The committee will make recommendations for changes in grant management to meet grant goals based on information from the report. Each management role is conducted by a team of stakeholders. Each decision is made by reviewing research, data, and stakeholder feedback. The management plan reflects an important shift in moving away from a school improvement model based on the district pushing out information, to a collaboration model that encourages the district to pull in comments, ideas, and directives from the community of stakeholders.

The Chief of Secondary Education will lead the Transformation Team to refine the project Performance Framework which will be used to implement and evaluate the grant project from July 2018 to July 2020. The Chief of Secondary Education has successful experience in managing school improvement grant programs including most recently the Texas Education Agency P-TECH Planning and the School Redesign grant programs.

A TEA technical assistance consultant will be matched to the project. This will ensure the outside consultant has the skills and experience to support transformation. The consultant will work with the district, campus, and project stakeholders to implement the project.

A Program Director will be hired to facilitate project training and events, day to day operations, data collection and reporting, and budget management duties. The grant administrator will ensure project goals and grant requirements are met on time and as required by the district and state. The Project Director will work with the Transformation Team to oversee the day-to-day activities of the grant. The committee will be responsible for collecting, analyzing, and reporting data each nine weeks. Reports will be provided to the Campus Education Improvement Teams.

The Site Based Decision Making Team (SBDMT) will review project and student level data each nine weeks. The team of parents, educators, administrators, community members, and business partners will review critical success factors, milestones, and expected performance outcomes on the Performance Framework for each nine weeks of school. Using the prescribed evaluation methods and indicators of accomplishment, the team will determine if the grant activities are producing expected outcomes. Recommendations for changes in personnel, materials, and professional development will be made to meet project goals based on the data and stakeholder feedback.

Summary: The proposed Talent Transformation model will provide a process for the district to clearly understand what the students, teachers, and community expect from the school, so the objectives and critical success factors are aligned to stakeholder needs. It is the shared responsibility and commitment to program success that will drive innovation, transform schools, and sustain school improvement. Everman ISD is committed to working together to improve our low performing campuses so each EISD student graduates from high school prepared for postsecondary education and a successful career.

For TEA Use Only

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By TEA staff person:

| Schedule #18—Equitable Access and Participation | | | | |
|---|---|--------------------------|---|-------------------------------------|
| County-District Number or Vendor ID: 220-904 | | | Amendment number (for amendments only): | |
| No Barriers | | | | |
| # | No Barriers | Students | Teachers | Others |
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Gender-Specific Bias | | | | |
| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Cultural, Linguistic, or Economic Diversity | | | | |
| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
| B01 | Provide program information/materials in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B09 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B10 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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| Schedule #18—Equitable Access and Participation | | | | |
|---|---|---|-------------------------------------|-------------------------------------|
| County-District Number or Vendor ID: 220-904 | | Amendment number (for amendments only): | | |
| No Barriers | | | | |
| # | No Barriers | Students | Teachers | Others |
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Gender-Specific Bias | | | | |
| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Cultural, Linguistic, or Economic Diversity | | | | |
| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
| B01 | Provide program information/materials in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B09 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B10 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220-904

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|-------------------------------------|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B15 | Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B18 | Coordinate with community centers/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Gang-Related Activities

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| C01 | Provide early intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C06 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220-904

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| C08 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C10 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C11 | Establish collaborations with law enforcement agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Drug-Related Activities

| # | Strategies for Drug-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| D01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D07 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D08 | Provide comprehensive health education programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D10 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D11 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| E01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220-904

Amendment number (for amendments only):

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| E03 | Provide program materials/information in large type | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E04 | Provide program materials/information in digital/audio formats | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E06 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E07 | Format materials/information published on the internet for ADA accessibility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Hearing Impairments

| # | Strategies for Hearing Impairments | | | |
|-----|---|--------------------------|--------------------------|--------------------------|
| F01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F02 | Provide interpreters at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F03 | Provide captioned video material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F04 | Provide program materials and information in visual format | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F07 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Learning Disabilities

| # | Strategies for Learning Disabilities | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| G01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G02 | Expand tutorial/mentor programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Physical Disabilities or Constraints

| # | Strategies for Other Physical Disabilities or Constraints | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H03 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220-904

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

| # | Strategies for Inaccessible Physical Structures | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J02 | Ensure all physical structures are accessible | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Absenteeism/Tuancy

| # | Strategies for Absenteeism/Tuancy | Students | Teachers | Others |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| K01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| K03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| K08 | Strengthen school/parent compacts | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| K09 | Develop/maintain community collaborations | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K10 | Coordinate with health and social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: High Mobility Rates

| # | Strategies for High Mobility Rates | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| L01 | Coordinate with social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L02 | Establish collaborations with parents of highly mobile families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Support from Parents

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| M01 | Develop and implement a plan to increase support from parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M02 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220-904

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|-------------------------------------|
| M03 | Recruit volunteers to actively participate in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M04 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M05 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M06 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M07 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M08 | Provide program materials/information in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M13 | Provide adult education, including HSE and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Shortage of Qualified Personnel

| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
|-----|---|--------------------------|-------------------------------------|--------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| N02 | Recruit and retain personnel from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| N03 | Provide mentor program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N04 | Provide intern program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N05 | Provide an induction program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| N99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Knowledge Regarding Program Benefits

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220-904

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|-------------------------------------|
| P03 | Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| P99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Transportation to Program Activities

| # | Strategies for Lack of Transportation | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|-------------------------------------|
| Q01 | Provide transportation for parents and other program beneficiaries to activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Barriers

| # | Strategies for Other Barriers | Students | Teachers | Others |
|-----|-------------------------------|--------------------------|--------------------------|--------------------------|
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |

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